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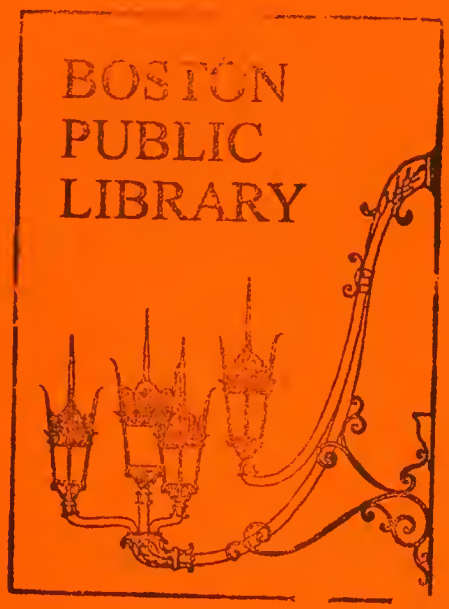

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A Report to the Superintendent of Boston Public Schools

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MOVING FORWARD

A Report to the Superintendent of Boston Public Schools

on the First Year Activities (1973-74)

of

The Boston Commission on Secondary Education

April, 1974

The first year of the Commission's activity has been generously supported by:

The Ford Foundation

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MOVING FORWARD

Moving Forward is a four-volume interim report submitted to the Superintendent of the Boston Public Schools by the Boston Commission on Secondary Education. It is the result of a one-year preliminary study of secondary education in Boston. Each volume of the interim report addresses a particular aspect of Commission activity:

Volume I — Summary of Interim Commission Report

A condensation of the Volume II Interim Report approved by the membership of the Commission.

Volume II — Interim Commission Report and Recommendations

Approved by the membership of the Commission.

Volume III — Commission Working Papers: Reports of Committees

Committee reports are the work and the responsibility of each individual committee and have not been approved by the Commission as a whole.

A. Goals
B. Space and Facilities
C. Options and Alternatives
D. City Resources
E. Governance and Change
F. Career Education

Volume IV — Commission Working Papers: Commission Documents

Documents prepared by individuals and particular committees, not the Commission as a whole.

A. A Proposal to the Ford Foundation
B. Secondary School Populations: 1980
C. Pilot Projects Proposals

1. CASES
2. Theatre in the Schools
3. WALLOP
4. Report on Teacher Grant Projects

VOLUME II

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a. Members of the Boston Commission on Secondary Education

Members and Alternate Members
of the
Boston Commission on Secondary Education

Kermit C. Morrissey, Commission Chairperson
President, State College at Boston

Charles W. Leftwich, Commission Vice-Chairperson
Associate Superintendent, Boston Public Schools

Dr. Gregory R. Anrig
Commissioner of Education, Commonwealth of Massachusetts
Alternate: Louis R. Amadio
Director, Greater Boston Regional Center
or
Dr. Cheryl Ochs
Planning Specialist, Greater Boston Regional Center

John F. Bok, Esq.
President, Metropolitan Cultural Alliance
Alternate: Alice McHugh
Executive Director, Metropolitan Cultural Alliance

Gail Bryan
Chairperson, Education Committee, Boston Commission to Improve the Status of Women
Alternate: Blanche Fitzpatrick
Chairperson, Education Committee, Massachusetts Commission on the Status of Women

Thelma Burns
Treasurer of the Board of Directors, The Storefront Learning Center
Alternate: Bessie Washington
The Storefront Learning Center

Joan A. Buckley
Teacher, Joseph H. Barnes Junior High
Boston Teachers Union

Gerald W. Bush
Director, Commerce and Manpower, Boston
Alternate: Joseph Duggan
Manpower Administrator, Boston Manpower Planning Staff

Charles Carroll
Student Alumnus, Boston Public Schools

K. Marie Clarke
Parent, Boston Home and School Association, Regional Representative, West Roxbury Area

Thomas E. Clegg
Assistant Principal, Maurice J. Tobin School, Boston
Assistant Principals' Association

Laura Clifford
Student, Girls Latin School
President, Boston Students' Advisory Council

Robert M. Coard
Executive Director, Action for Boston Community Development, Inc.
Alternate: Arnie Waters
Director of the Community Coordination;
Action for Boston Community Development, Inc.

John Collins
Former Mayor and Former President, Greater Boston Chamber of Commerce
Alternate: Simone Auster, Urban Affairs Coordinator
Greater Boston Chamber of Commerce

Mary Coughlin
Student, Hyde Park Hyde School
Boston Students' Advisory Council

Representative Michael J. Daly
House Chairman, Joint Committee on Education, Massachusetts State Legislature
Alternate: Bunty Crane
Research Assistant, Joint Committee on Education

Dr. Robert A. Dentler
Dean, Boston University School of Education

Edward J. Doherty
Teacher, Boston Technical High School
Boston Teachers Union

Josephine A. Fiorentino
Parent, Boston Home and School Association

Elsie Jemmott
Parent, Boston Home and School Association, Regional Representative, Intown Area

Hubie Jones
Chairman, Task Force on Children Out of School

Robert T. Kenney
Director, Boston Redevelopment Authority
Alternate: Richard Mertens
Director of Special Projects,
Boston Redevelopment Authority

Christopher Lane
Teacher, The English High School, Boston
Boston Teachers Union

Mary E. Martin
Assistant Superintendent, Boston Public Schools
Alternate: Helen M. Moran
Head Master, Roslindale High School, Boston

Robert Melencieno
Student, Boston Trade School
Boston Students' Advisory Council

Dr. Dorothy Marshall, Professor
University of Massachusetts at Boston
Alternate: James H. Case
Director, Institute of Learning and Teaching
University of Massachusetts at Boston

Paul Parks
Administrator, Boston Model City Administration
Alternate: Dorothy S. Jones
Assistant Administrator, Boston Model City
Administration

Dr. William Reid
Head Master, South Boston High School
Boston Association of School Administrators and Supervisors

David Rockefeller, Jr.
Chairman, Governor's Task Force on the Arts and Education
Alternate: Elaine Gurian
Director of Education, Children's Museum

Vernon K. Sport
Director, NAACP-Positive Programs for Boston
Alternate: Esther B. Williams
Director of Education, NAACP-Positive Programs
for Boston

Dr. John A. Tyrell
Director, Department of Science, Boston Public Schools
Boston Association of School Administrators and Supervisors

Robert J. Vey
Deputy Mayor
Director, Public Facilities Department, City of Boston
Alternate: William H. Pear
Chief Program and Budget Analyst
Public Facilities Department

Bertram Williamson
Student, Boston Trade School
Students' Advisory Council

Leticia Wilson
Teacher, Jeremiah E. Burke High School
Boston Teachers Union

Paul Ylvisaker
Dean, Harvard Graduate School of Education
Alternate: Mark Shedd
Visiting Professor
Harvard Graduate School of Education

Alexandrina L. Young
Education Coordinator
Columbia Point Area Planning and Action Council

Barbara A.H. Zulon
Parent, President, Boston Home and School Association

Robert Schwartz, ex officio
Special Assistant to the Mayor on Education

Joseph S. Slavet, ex officio
Director, Boston Urban Observatory
University of Massachusetts

Executive Board of the Commission

Kermit C. Morrissey, Commission Chairperson

Charles W. Leftwich, Commission Vice-Chairperson

Joan Buckley

K. Marie Clarke

Thomas Clegg

Laura Clifford

Edward Doherty

Christopher Lane

William Pear

William Reid

Alexandrina Young

Barbara Zulon

Ex Officio Members

Dorothy Jones

Robert Schwartz

Joseph Slavet

Staff of the Commission

Evans Clinchy, Executive Director

Robert Collins, Assistant Director

Joseph F.X. Donovan, Assistant Director

Elisabeth A. Cody, Assistant Director

Personnel Loaned Part-time by Other Agencies

Natalie Ammarell
Boston Urban Observatory
University of Massachusetts at Boston

Lois Osmer
Boston Model City Administration

Consultants

James Batchelor
Massachusetts Institute of Technology

Doreen Blanc

Peter Capernaros
Education Planning Associates

Walter Mylecraine

b. Introductions

I.

Kermit C. Morrissey
Commission Chairperson

II.

Charles W. Leftwich
Commission Vice-Chairperson

III.

Evans Clinchy
Commission Executive Director

I.

The Boston Commission on Secondary Education has worked for the past year to assist the Boston school system in its efforts to improve educational services to the citizens.

The word, "assist," is critical in that the Commission's role this year has been to aid in the orderly development of change in secondary schools.

Recommendations of the Commission emerged from continuing discussion and debate among students, teachers, administrators, parents and many of the concerned publics of the City of Boston. To discuss and debate matters of substance requires a major commitment of time and energy by many participants over many months, and I wish to express my thanks to the Commission members for their generous contributions during the past year.

Members of the Executive Board, meeting weekly, have provided continuity and strength to the work of the Commission, and I thank those members for their visible concern with the Boston public schools.

Kermit C. Morrissey
Commission Chairperson

II.

If there is one certainty which has emerged from the school reform movement of the last decade or more, it is that no lasting, significant change can be brought about in public education unless all the relevant characters are represented in the assessment of needs, development of activities and implementation of the change plan.

It was with this in mind that Superintendent William J. Leary called for and endorsed the establishment of the Boston Commission on Secondary Education in his inaugural address.

This Commission with its deliberate composition of those key elements of the community, who by virtue of their vested interests as parents, students, teachers, administrators, university professors, State Department of Education representatives, representatives from the Mayor's Office and departments of his administration and representatives of the business community, was at once a signal of hope and at the same time doom.

The Commission has managed to reconcile its differences in a commitment to a process of high task orientation, never stifling the dissent built in, but stimulating that same dissent to a course of productivity. The result of that stimulation is the document here presented. The

process is still emerging, but certainly those of us who have been intimately involved see a bright future growing out of its troubled genesis.

Aristotle is said to have observed: "Process has no value save in its end result." This document represents a beginning of the result of the process called the Boston Commission on Secondary Education.

Charles W. Leftwich
Commission Vice-Chairperson

III.

The Commission has, with the publication of this interim report, completed the first year of its work. It has been an interesting and eventful year for all of us -- not only interesting and eventful, but on occasion maddening and ulcer-producing.

The hope had always been that a diverse collection of thirty-seven people, chosen to represent most of the people and the major institutions of Boston, could sit down together and come to some general conclusions about the future of the City's middle and high schools. This hope was not necessarily a rational hope. The best that could rationally be expected was, perhaps, that the Commission would be able to agree only on the inevitability of disagreement.

That has not been the case at all. There has been disagreement, there has been argument, there were moments when it appeared that the entire enterprise might come crashing to the ground. But towards the end of this first year, it was apparent that the Commission, by some obscure chemistry, was actually going to do most of what it set out to do.

This was accomplished only through the hard work and considerable sacrifice of the Commission members themselves.

This was especially true of the parent representatives, all of whom are women with special family responsibilities as well as jobs and Commission activities. Similarly, the students and the teachers were expected to perform their Commission duties on top of the normal rigors of their academic lives.

This interim report, then, is the result of the hard work of many people with many different viewpoints. It is only a beginning, a first set of thoughts and recommendations. The true test of whether the Commission has performed its task will come during the second year when its recommendations and others like them must be translated into actual changes in the schools.

Unless that task is accomplished, the Commission's first year of labor may have gone for naught. We all hope that such will not be the case.

Evans Clinchy
Commission Executive Director

I. Purposes and Organization of the Commission

A. Aims of the Commission

B. Purposes and Organization of the Interim Report

I. Purpose and Organization of the Commission

A. Aims of the Commission

The Commission on Secondary Education was officially created by the Boston School Committee in April of 1973 for the express purpose of developing new directions for the middle and high schools of the City of Boston. The original idea of establishing such a commission was first proposed by Boston's Superintendent of Schools, Dr. William J. Leary, in his inaugural speech as Superintendent in September, 1972.

The Commission's assigned tasks were the following:

1. Examine the current operations of the secondary schools of Boston to discover the most pressing needs of students, teachers, parents and administrators and devise ways of making sure that every student, regardless of his or her economic, racial or ethnic status, has an equal chance to obtain the educational benefits offered by the system.
2. Examine, assess and generate alternative secondary models which:
   a. facilitate the development in students of an ability to attain levels of success commensurate with their potential; and
   b. provide new experiences and new learning environments which enhance the development of self, personal growth and social commitment.

3. Develop a central vehicle for effectively supporting change at the local school level.

4. Introduce one or more pilot programs which present students with informed and meaningful choices.

5. Analyze in depth the process by which existing or new high school populations are assisted in redesigning their programs with a view to developing pragmatic recommendations for secondary school staffs and their communities interested in effecting change.

As the Commission proceeded in its work, it became clear that it would not be able to complete such a large undertaking in one year of activity. The scope of its work was therefore narrowed to more modest limits. To the extent that time, staffing and resources would reasonably permit, the Commission focused its efforts on particular areas of concern, i.e., the establishment of goals for the secondary schools, governance, space considerations, options and alternatives in programming, use of the city's resources and career education. The main purpose of the Commission is to help -- to provide assistance to the professionals, lay citizens and students who make up the clients and consumers of secondary education in Boston. If the Commission is not seen by those clients and consumers in this light, then all of its efforts have been wasted.

The Commission was consciously and deliberately designed to have the broadest and the most representative membership possible. Thus a Commission was created with a membership of

thirty-seven to include people from many walks of life. Parents, students, teachers, headmasters, assistant principals, associate and assistant superintendents, the Boston Teachers Union, the Mayor's Office, the State Commissioner of Education, the Boston Public Facilities Department, Boston State College, the University of Massachusetts at Boston, the deans of the schools of education at Harvard and Boston University, the Boston Model City Administration, the NAACP, the Chamber of Commerce, the Area Planning and Action Councils, the Metropolitan Cultural Alliance, the Task Force on Children Out of School and the State Legislature, all were included as Commission members.

The Commission was designed to be -- and pretty much turned out to be -- a cross-section of Boston itself, a group not only of clients and consumers, but of most of the people in the city who are in a position to make or to influence decisions about education in the city. Consequently, the road even to this interim report, although paved with the best of intentions, has not always been smooth.

The Commission divided itself into six working groups or committees, each dealing with a major area of Commission concern: the goals of secondary education; space and facilities; the creation of options and alternatives; change and governance; career education; and the use of the city's resources as a part of the educational system. These committees were the backbone of the Commission's work. They met almost weekly from April, 1973, through March of this year. Some Commission

members spent considerable time visiting schools. Time, indeed, was always a problem, since all Commission members were carrying full-time jobs.

The full Commission met once a month to hear reports from Committees or guest speakers, to consider special topics of importance, to tend to its own internal affairs and to attempt to arrive at a consensus about the city's secondary schools. An executive board of twelve, including a representative of each committee, met almost weekly with the staff to manage the enterprise.

It would probably be fair to say the Commission, in the course of its year of activity, made two major discoveries:

- That it was actually possible for a diverse group of people to learn to communicate with each other, to understand and to respond to points of view quite different from their own and eventually, after much stress, strain, heat and controversy, to arrive at general areas of agreement about the broad directions in which secondary schooling in Boston should travel. This did not happen for every Commission member nor is the consensus expressed here by any means unanimous.
- That the public perception of the quality of education offered in the secondary schools of Boston varies widely. Although specific data regarding public attitudes was not gathered this year, it might be useful to the Commission to do so in the future.

But what came through to most -- or at least many -- Commission members who visited schools and got to know school system people was the surprising amount of hard work, imagination and genuine good will that exist within the secondary schools, and also the considerable amount of solid and even creative education that is going on within the schools.

Many changes need to be made in Boston's secondary schools and many changes are suggested in this interim report by the Commission. This has been -- and continues to be -- the Commission's assignment. Our job has been to help the system change and improve. But the basis for a suggestion in almost every case has been the perception of a working or proposed example already present in the system. We hope that the readers of this report will take the Commission's suggestions and recommendations in this intended spirit of helping the schools move forward by building on the strengths already in the system.

B. The Purposes and Organization of the Interim Report

It cannot be said too forcefully or repeated too often that this report is an interim report. It is, to begin with, a report only on the first year of the Commission's life. Much of that first year was necessarily spent in organizational activity and in simply finding out what is going on -- or not going on -- in the schools. Although much has been accomplished, much remains to be accomplished. We hope and expect

that the report on the second year's activities will be even more detailed and useful.

It should be said also that the reports, comments and recommendations contained in this report are not intended to be in any way final or unalterable. We are putting them forward at this time primarily to open up discussion with all of the constituent groups represented on the Commission -- in other words, to open up a broad and free-ranging discussion with the entire City of Boston.

We expect that every Commission member will take this report and its recommendations back to his or her constituency to discuss it at some length and in some detail, to receive comments and criticism and to bring all of those reactions back to the Commission to be made a part of a restructured Commission and a second year of work.

We thus see this report as our first report, not only to the Superintendent and the Boston School Committee, but to the public at large. We see it also as the first step in forming a much more elaborate and continuing communications network among the Commission, the school system and that larger public.

The total <u>interim</u> report is contained in four separate volumes:

Volume I — a brief summary of the most important interim Commission recommendations, intended to have the widest possible distribution;

Volume II — the Commission interim report, approved by the Commission as a whole, in essence a compilation of and elaboration upon the work and recommendations of the various committees;

Volume III — the full reports of each of the six Commission committees which represent the basic product of the year's activities*;

Volume IV — a group of representative documents, studies and pilot programs produced by the Commission during its first year.

We realize that these four volumes, in their totality, constitute a great mass of reading material. We wish here only to point out that a reading of either the brief summary or this compiled Commission report is not a substitute for a careful examination of the Committee reports contained in Volume III. That is where the heart of the Commission's work lies.

* Committee reports are the work and responsibility of each particular committee and have not been approved by the Commission as a whole.

II. Recommendations of the Commission

A. General Principles

The following set of general principles or "value statements" reflect the basic attitudes that the Commission achieved by consensus during its first year of operation and feels are necessary to have if the City of Boston and its school system are to emerge from the difficult years ahead with their customary vigor and civility not only intact but strengthened.

1. Equality of Educational Opportunity

The Commission believes that integration in terms of race, creed, socio-economic status and sex is essential to any acceptable and broadly defined educational system.

The Commission stands opposed to any administrative or policy decision that eliminates any educational opportunity either for parents or for students (except for the option of attending a constitutionally defined segregated school). We are thus opposed to any practice which would keep students rather rigidly confined to one program throughout their high school career as basically incompatible with equal educational opportunity. It should be recognized, however, that in Boston high schools there is a good measure of opportunity to take elective courses outside of one's selected program and even to transfer from one program

into another. One of the goals of equal opportunity is to provide all students who reach the diploma level with competencies and skills which will enable any student to take advantage of a wide range of opportunities and options in later life. The methods of achieving this goal can and must be diverse.

2. Organizing for the Delivery of Equal Opportunity

The Commission officially accepts as a basis of its own work a school system organized on a K-5, 6-8, 9-12 basis. We thus define "secondary education" as grades 6-12 and have attempted to deal with both middle and high schools. We also accept and stand fully behind attempts to create as quickly as possible a uniform system of integrated elementary, middle and high schools throughout the City.

The Commission further believes that the central schools offering specialized curricula have an important role to play within a much broadened range of options in the City system of high schools.

Indeed, students should be able to have optimum mobility between and among schools and programs up to the point where such mobility prevents a coherent educational pattern for any individual student. The ability of a student to select wisely among a wide range of options requires proper preparation at the elementary and middle school levels. Wise counseling

and maximum exposure to options at the middle school level are necessary if students are to make sensible choices and gain an understanding of the consequences of their choices.

3. Governance of the Secondary School Community

The Commission believes that students experience difficulty in learning how to function as adults in a democratic society when secondary schools are not themselves examples of democracy in action. Indeed, the development of the skills of democratic action, which have been slighted in some secondary schools and colleges, might help American society to function better as a democracy.

This will require a careful study and a definition of the rights, responsibilities and proper role of each of the constituent parties. It also involves the conscious development and testing of various models of school governance in a variety of different settings so that the needs of individual school populations are met.

4. Equal Attention to Middle Schools

Due primarily to limitations of time, the Commission has concentrated its first-year efforts on the high schools and on the general principles of secondary education. Insufficient time and attention have been paid by the Commission and in this interim report to

the problems of the middle schools. The Commission believes that middle schools deserve equal attention and consideration. During its second year of activity, the Commission intends to address the entire middle school concept in great detail with emphasis on programming. Additionally, a study of middle school facilities is recommended.

5. Financial Consequences

In general and in its pilot programs in particular, the Commission has attempted to follow a rule that recommended changes should essentially be reallocations of existing funds or patterns of funding and not outright escalation of the public tax money spent on schools. This has clearly not been possible in all cases, but the rule still holds.

B. The Goals of Secondary Education in Boston

As one of its first and continuing orders of business, the Commission has attempted to develop a set of practical goals that can be used both by the Commission itself and by the secondary schools as a set of guidelines against which to test progress in the system.

The goals described here are -- or should be considered as -- preliminary rather than final or unchangeable statements. Indeed, the Commission as a whole is still in the process of debating many of the finer points of individual statements. This is a process we see continuing throughout the life of

the Commission, a process in which not only the Commission but the broader public should be engaged. Thus the final set of goals will not actually be established until the end of the Commission's work.

The goals described here, then, are the Commission's first and somewhat tentative steps towards a complete and comprehensive set of assumptions, goals and objectives which are even more spelled out and in much greater detail in the report of the Goals Committee contained in Volume III of this total report.

1. The Aims of Education

   a. One responsibility of secondary education is to prepare students to function in a democratic society. Therefore, schools themselves must operate in a democratic fashion which will contribute to a student's ability to make decisions successfully within the larger society. This means developing alternative models of school governance that include parents, teachers and students.

   b. Students need to learn how to solve problems in a constructive, valid, realistic fashion. Therefore, secondary schools need to reorganize their approach to education and eliminate the barriers which separate schools from the general activity of society. This means expanding the boundaries

of schools to include the cultural, business, civic and educational resources which are available in the community. It means using those community resources to provide students with a better understanding of how his or her social and physical environment operates. Students should be provided with an understanding of the options available within the community and with questions to think about.

2. The Educational Requirements of Students

   a. Each student has particular talents and capabilities. Therefore, secondary schools must be flexible enough to allow for individual differences. This means developing a wider variety of schools, programs and curricula and making it possible for each student to select the kind of schooling that best meets his or her needs and talents.

   b. Students need to have a certain level of competence in basic skills in order to function successfully in society. Therefore, it is an obligation of secondary education to make it possible for students to acquire those skills: verbal, mathematical, auditory, visual, kinetic and social.

3. Equal Educational Opportunity

a. All students should have equal access to the opportunities afforded by secondary education. Therefore, the school system must provide equal educational opportunity and quality education in settings characterized by sexual, racial and economic integration. A policy of affirmative action must be adopted if equal educational opportunity is to occur. The School Committee of the City of Boston should publicize and implement all laws of the Commonwealth prohibiting discrimination in school (e.g., Massachusetts General Law 622 of the Acts of 1971 and Chapter 298 of the Acts of 1973).

b. Each student, no matter what his or her age, sex, race, ethnic or economic background, is an individual with specific rights and responsibilities and is guaranteed the right to equal opportunity by federal and state law. Therefore, a secondary school system must assure each student of equal treatment, equal opportunity and due process.

(1) A written code and a system of school justice should be developed which provide students with an appropriate role in determining and administering the justice system.

(2) The provision of "equal educational opportunity" in this context means upholding the right, consistent with the requirements of the Constitution, of every student to have access to the type of education she or he (and her or his parents) decide is appropriate for that student.

(3) Where they exist, distinctions and inequalities based upon sex in admissions to schools or programs, especially in relation to athletic, physical education, health education and occupational programs, should be eliminated.

(4) Guidance counselors, teachers and administrators should be trained and directed to encourage students toward courses of study, careers and positions without regard to traditional stereotypes.

(5) The School Committee should serve as advocate to assist in placing students who choose to pursue occupations traditionally closed to them.

(6) A vigorous attempt must be made to eliminate those conditions and circumstances that encourage schools to remain predominantly of one sex.

4. Governance and Communication

Education should be a cooperative effort among schools, students and parents. Therefore, those interest groups (administrators, students, teachers and parents) must communicate with each other and make decisions together. This necessitates the strengthening of mechanisms to accomplish these goals without abrogating the collective bargaining processes. It also implies the need to exchange and to receive more effectively information about the operation of schools and the programs that are available to students.

5. Supportive Services

a. Schools are concerned about the intellectual, physical, social and emotional development of each student as well as his or her academic achievement. Therefore, a sharing of this task with other public and private institutions may be in the best interests of the schools. This means that secondary education should address the special needs of the emotionally disturbed, the physically and mentally handicapped, the economically deprived and those who are inhibited by limiting social stereotypes. This means investigating the possibility of providing breakfast and lunch. It means that special consideration must be given to the development of bilingual/bicultural programs which are not limited

to but are in compliance with those mandated by statutes. A department of pupil personnel services should be available in each school which would keep informed about and refer students to special health, guidance and counseling services that are available.

b. A healthy child is better able to participate in educational activities than one who is not. Therefore, all students must have regular physical examinations (including vision, speech, hearing and dental examinations). Students, following parental consent, should be referred to the appropriate specialist if treatment is required. Students and/or parents should be made aware of a complete comprehensive health care program, and appropriate treatment and facilities should be made available, including psychiatric counseling.

c. Special consideration should be given to the question of guidance services in both the middle schools and the high schools. High pupil-counselor ratios and an almost total lack of functional support damage the effectiveness of the guidance program. These conditions must be remedied if guidance counselors are to provide the needed services for which they are responsible. Alternative mechanisms involving the use of clerical

paraprofessionals and students should be developed and employed.

Guidance services must be provided equitably for all students. In the high schools a great deal of emphasis is placed on the college-bound pupil, particularly in helping him to secure admission to college. The needs of the general school population, however, must not be neglected. Students at this time in their lives have to make decisions regarding a wide variety of career and educational options.

The student should have all possible assistance to learn about and be counseled concerning the various options that are open to him or to her. The classroom teacher, having constant contact with students, can be a valuable resource for this. A guidance department should be geared to offer strong educational and career counseling and it should devote a great deal of its time and resources to support such an endeavor. This may require reorganization and/or expansion of the guidance department.

At the middle school level, as at the high school, career guidance should receive a proper portion of the total guidance attention. At the middle school level a coordinator should be

provided who would be responsible for providing career exploration experiences and career curriculum information as well as for assisting pupils in career decisions.

6. Role of Professional Educators: Teachers and Administrators

a. The teaching staff of any school system comprises its greatest strength. Therefore, that system must develop ways of recruiting, hiring and retaining the most qualified people for all positions. In order to do this for an urban school system which has special problems, several steps must be taken:

(1) Better communication about teacher training must exist between the colleges and universities training teacher applicants and the school departments that are the future employers. This would involve specific liaison arrangements and a feasible way in which teacher education may be moved from the campus to the communities in which the schools are located.

(2) People with teaching potential should be identified as early as possible. Teacher-learning situations should be provided that progress in responsibility from tutoring and cross-age experiences to internships with

a variety of students representing a cross-section of the City's population.

(3) The teacher-in-training should be provided with opportunities to be part of the faculty team in curriculum development and pupil assessment.

(4) The actual orientation program given to the applicant before entrance to the first full year of teaching should be improved.

(5) It must be emphasized that the granting of tenure to teachers and administrators is one of the most crucial and most difficult decisions which must be made. Contractual agreements as well as State law provide mechanisms for granting or denying tenure. It is incumbent upon authorities to acquaint themselves thoroughly with these procedures and to apply them as judiciously and as equitably as possible.

The Commission recommends that, working within this general legal framework, and within the established procedures of collective bargaining, ways be jointly developed which allow parents, teachers and (at the high school level) students to participate in the process by which teachers and administrators are evaluated.

b. Teachers must be involved in school decisions: governance, textbook and materials selection;

recommending desired changes in the standards to be used in granting tenure; selecting department heads, assistant principals, principals, directors, assistant directors, etc.

c. A way of rewarding skilled teachers which will encourage them to continue to function in a teaching relationship must be devised.

7. Career Development

The barriers among vocational, business and academic education should be broken. All students should be assured of the opportunity to continue their formal education if desired and to acquire the vocational skills needed to obtain employment.

The concept of occupational education should be broadened to include such career clusters as human services, construction, health and graphic communications. In addition, vocational education should be offered in comprehensive settings which couple occupational resources with comprehensive schools. Education-industry-union partnerships should be strengthened to foster communication and mutually beneficial cooperation between the learning system and the business and industrial community.

C. Organization of the High Schools and Basic Space Needs

School construction is at best a difficult process involving several agencies and levels of government. Preliminary to

school construction one should be aware of population projections. The Commission's population projections for the City's secondary schools (see Volume IV, Section II) indicate that by 1980 the secondary schools (but limited almost entirely to the high schools) will be faced with a need for 6,000 additional seats, as conventionally defined. This does not mean that the present high school age population will grow by that amount between now and 1980. Such a great need for additional educational space does not come about from a 6,000 student increase in the existing grade 9-12 population. It is based, rather, on several major facts and assumptions:

Fact I: The actual grade 9-12 enrollment is expected to rise by some 2,300 students between now and 1980.

Fact II: The mandated grade reorganization of K-5, 6-8, 9-12 will move some 4,000 students from 9th grades in junior highs into existing high school buildings already overcrowded and inadequate (with the exception of the new English High building) as of September, 1974.

Assumption I: That the Public Facilities Department proposal to abandon six high school facilities in the 1970s -- Boston High, Charlestown, Girls Latin, Jamaica Plain, Boston Trade and Girls High -- will be implemented. These six buildings, considered not worth modernizing, have a present enrollment of 5,000 students.

Assumption II: That the following facilities will be constructed: part of the Secondary Education Complex at Madison Park in Lower Roxbury as part of the Campus High Urban Renewal Project; a new Charlestown High; a Southwest High School in two parts, one in West Roxbury and one in Forest Hills; and the Occupational Resource Center, also a part of the Campus High Urban Renewal Project and a replacement for the proposed second stage of the Secondary Education Complex. These new facilities will have a planned, at-any-one-time capacity of 8,000 students. This projected capacity does not take into consideration the possibility of a modification of the school day or year or the use of the facility by students for less than the normal 5-1/2 hour school day. The potential use of the facility in this manner would greatly increase the student capacity.

Assumption III: That most, if not all, of the eleven high school facilities to be retained will be modernized and provided with up-to-date spaces and equipment. In this process, the at-any-one-time capacity will be reduced.

Assumption IV: That the private and parochial school enrollment will go down, but not precipitously,

between now and 1980, probably by no more than one-third. These students will have to be accommodated in the public school program. (If, however, the Archdiocese were to further reduce its educational effort and should the expense of independent schools in Greater Boston continue to rise, the effect on the public schools would be quite drastic. Everything would have to be recalculated.)

Given these facts and assumptions, the projected public high school (9-12) enrollment will be roughly 27,000 students, and the at-any-one-time capacity of the secondary school plant will be only 21,000. Thus follows the projected need for 6,000 new seats, as conventionally defined.

Two further facts should be noted here:

- These projections carry us only until 1980. The school population is already beginning to drop in the elementary grades. This decline is just now beginning to hit the middle schools and will almost certainly pass through the high schools shortly after 1980. Thus, the need for 6,000 additional seats should be seen as a peak figure. After 1980, the expectation is that the high school age population may well decline rapidly.
- It now costs the City approximately $12,000 to build a single "seat" in a conventional new high school.

This does not take future inflation into consideration. Thus, even if all of the needed six thousand seats were built immediately, the cost to the City (and the State) would be at least $72,000,000. This is in addition to the monies already committed to the five new facilities and the cost for the modernization of the retained schools.

In light of all these various factors and projected costs, the Commission makes the following recommendations:

1. That the City and the School Committee proceed as rapidly as possible to construct the five high school projects already committed (Stage I of Campus High, Charlestown, the two parts of Southwest Central and the Occupational Resource Center). Without these additional 8,000 new seats, the majority of high school students in Boston, as well as thousands of adults in need of adult and community based education, will be condemned to inadequate and overcrowded facilities throughout their educational careers, and the plans for integrating the secondary schools will be difficult to realize.

2. That the City and the School Committee declare a moratorium on further high school construction in Boston beyond the five schools already committed. There would be two possible exceptions to this moratorium:

a. the possible construction of a 1,250-student district high school somewhere in the Southeast Corridor of the City;

b. the possible construction of a new facility to replace the space now represented in the central school building at Codman Square.

3. That the problem of how to provide the needed 6,000 additional high school seats be solved basically by the development and construction of a series of racially balanced city-wide resource centers open to students from all of the City's schools who would attend such centers on a part-time basis as they voluntarily choose to do so. These resource centers should be of two essential types:

a. Central Resource Centers

These centers would be self-sufficient facilities built, equipped and operated to serve special curricular needs. Students would come from their home base schools for varying periods of time or on a part-time daily basis. The already planned Occupational Resource Center would be the first model.

b. Cooperative Resource Centers

These centers would be established using existing space whenever possible and constructing additional spaces whenever necessary within or

adjacent to specific resource institutions of the City, i.e., the Museum of Fine Arts, the New England Aquarium, the Franklin Park Zoo, the Museum of Science, the Boston Architectural Center, the Boston Center for the Arts, the Federal Reserve Bank, major business and industrial institutions and the public and private institutions of higher education. Such cooperative resource centers must be carefully planned and should be formed into carefully laid out curricular networks so that the core subjects of the secondary curriculum are taught through the cooperative resource centers: a science network made up of the Museum of Science, the Aquarium, the Zoo, the Massachusetts Audubon Society, the Children's Museum and perhaps the Arnold Arboretum could be one of the major ways in which science is taught in the Boston public schools. These cooperative resource centers could be operated jointly by the institutions and the school system and staffed mainly, but not exclusively, by specially trained personnel from the existing secondary school teaching corps, in cooperation with staff members at the institution.

The resource center idea is discussed at greater length in the Appendix, as are the Commission's current pilot projects in this area.

4. That the basic secondary school system in Boston (as stated in the general principles) include:

   a. district, racially balanced, home base middle and high schools with a strengthened academic program;

   b. central schools, racially balanced, limited in number and enrollment and existing as specialized options within a much expanded range based primarily in the district schools;

   c. central and cooperative resource centers, programmatically planned to attract a racially and sexually balanced population and carefully planned to provide most of the 6,000 needed new seats by 1980;

   d. an expanded Flexible Campus Program operating in every high school. This will require a full-time Flexible Campus Coordinator in every high school.

5. The Commission recommends a revision of the master schedules of the secondary schools and the development of new, flexible scheduling procedures in order to make the proposed home base, resource center and flexible campus organizations work. Without substantial changes in the way schools are scheduled, courses organized, credit awarded and teachers utilized, such a system will not work. Pilot programs to develop model flexible schedules should be started immediately.

6. In addition to the basic organization proposed here and the resource center answer to the 6,000-seat problem, the Commission also recommends that the school system and the Public Facilities Department actively continue to explore and to expand the planning for a variety of other alternative ways of solving the secondary school space problem. Alternatives should be found to taking valuable City land off the tax rolls to be used solely for the purpose of education. These include the following:

   a. The concept of joint occupancy -- the building of school space in conjunction with other facets of the City's life, especially income-producing private space such as housing, office buildings, retail development, as well as other public facilities such as libraries, health centers, recreation facilities, Little City Halls and other municipal buildings, perhaps even fire and police stations -- should be further discussed and investigated.

   b. The concept of joint occupancy leads naturally to the idea of not building facilities solely devoted to schooling but to school/community centers in which a variety of educational and community activities would take place. The

original planning of the Secondary Education Complex at Madison Park is an example of such a center.

c. The use of existing non-school buildings as educational facilities should be expanded. A law allowing State school building assistance for such projects was recently passed by the Legislature.

d. The schedules of existing and future secondary schools (especially high schools) should be altered to enable education to take place from 7 a.m. to 11 p.m., both for secondary students and for adults. Older high school students, for instance, should be able to work during the day (or attend resource centers) and "go to school" in the late afternoon and/or evening. Staff could benefit from this flexible scheduling. The possible economies of operating schools on a year-round basis should also be explored.

7. The Commission also recommends the establishment of a better cooperative mechanism for the present and future planning of school facilities and programs in the City of Boston. The creation of the Public Facilities Department is clearly a major improvement over the old School Building Commission. The establishment of the school system's Educational

Planning Center has also considerably improved the system's ability to plan. The existing system, however, is far from perfect and does not work as effectively as it must if substantial improvements in the secondary schools are to be achieved. Too often the planning of schools becomes entangled and virtually halted because of jurisdictional disputes among the State, City and School Department personnel. One of the primary tasks of the Commission during its second year of activity will be to assist in the development and implementation of a much improved planning process designed to include students, teachers, parents and other appropriate citizens.

D. Expansion of Options and Using the Resources of the Larger Community

The Commission's recommendation to reorganize the secondary system by means of district schools, a limited number of central schools, a new system of resource centers and an expanded Flexible Campus Program only begins to answer some of the major secondary school questions, especially the programmatic questions of what secondary school students need now and will need in the decades ahead.

After a year of studying, visiting and thinking about the Boston public schools, the Commission has come to several firm conclusions about the state of secondary education in Boston -- or at least the high schools, which the Commission has observed

in some detail. One conclusion is that the high schools of Boston are doing a much better job and providing a much better education, despite difficulties, than the general public realizes. The range of options available to the Boston student is also much greater than is generally understood. This range of options extends from a traditional setting to a substantially self-directed learning situation designed to use the commercial, cultural and civic resources of the City. Other options available include a technical education, a closely supervised work program curriculum, various vocational offerings and a number of district high schools.

The Commission feels that while the range of options currently available to secondary students is broad but not well-advertised, the range is still not sufficient. We believe that many of the desirable options, such as the cooperative industrial programs and the programs at Copley Square High School and Boston High School, are not offered to many students who wish to participate in and might benefit from them.

We also feel that any single district high school will not, in all probability, ever be able to offer in and of itself all of the options its students will need. This is the basic reason for supporting the concept of resource centers rather than creating either more individual central schools or more district high schools beyond those for which commitments have been made already. The creation of a

comprehensive network of resource centers will allow students to be based in their district schools (thus the "home base" concept) while enabling those district schools to offer students a broad range of curricular opportunities on a part-time basis. The concept of resource centers also, we feel, gives the school system a flexibility it does not have under a plan of building complete, separate secondary schools. Resource centers may be less expensive to build than high schools and are more easily converted to other purposes, should the need arise, than a conventional school facility.

The Commission is concerned also with increasing the range of options available to the so-called "general" student in the district high schools. Too often the student without a strong academic or occupational commitment is slighted in favor of the clearly college-bound or job-oriented student. The greater range of options proposed here is aimed primarily but by no means exclusively at creating a better educational situation for this student.

The Commission also feels that for far too long there has been a separation between the educational process that goes on in schools and the life and resources of the larger community. This separation, we feel, has closed off to many students the rich variety of opportunities that exist in this city and in the metropolitan area. It is one reason some students feel that school life tends to be sterile and irrelevant. Again, this is an additional reason not only

for expanding the options available to students, but for doing it in ways that establish permanent linkages with the institutions and resources of the City as a whole. We include within the list of such desirable linkages the City's cultural institutions, its colleges and universities, its business and industrial institutions, its human service resources and its municipal and governmental agencies.

The secondary school organization outlined in the previous section of this report has a number of objectives beyond providing adequate educational facilities. The Commission recommends at least five ways in which the desired broader range of options for all students can be achieved:

1. The establishment of the resource center network would make available to all students specialized facilities and resources that are not going to be available within any single secondary school.
2. Sub-schools, or schools-within-schools that offer a special kind of program and are open to students who voluntarily choose them on an integrated basis, should be established. This would be one way, for instance, to make such options as Copley Square and Boston High School more widely available. An option such as Copley Square High School may require a small student body in order to maintain its atmosphere of intimacy and participation. Expanding the Copley Square option by enlarging the size of that school may

reduce its effectiveness. Other Copley-type programs, operated as part of each district high school, however, would be feasible.

3. The expansion of the Flexible Campus Program would enable individual students to use the larger community as their school. This will require the full-time efforts of Flexible Campus coordinators and the development of much more flexible schedules in order to make more time available for such activity.

4. Special programs, home based in each district high school, should be established to provide clear and special links between those high schools and the area's public and private colleges. One of the aims of reorganizing the secondary schools is to make the district schools more attractive to those who now believe that the examination schools are the only or best route to higher education. One way to accomplish this would be to establish "career and academic advancement" programs in every district high school, enabling both students and teachers to develop cooperative advanced courses of study conducted jointly with the institutions of higher education. In a sense, this would mean asking Bunker Hill and Roxbury Community Colleges, Boston State College, the Massachusetts College of Art, University of Massachusetts at Boston

and cooperative private colleges and universities to serve as career and academic "resource centers."

Among the types of cooperation that should be explored would be greater articulation between the City's high schools and the institutions of higher education. This exploration would include a look at the various ways secondary students can become involved in study at the college level. Some of these approaches include: a "transitional year" enabling eligible juniors and seniors to complete high school requirements by doing college level work (in their own school and/or at the college); special career guidance programs that would bring college specialties into the local schools in order to introduce students to the many options available to them; and cultural and academic programs that would bring together college and high school students in various ways -- including expansion of the use of college student tutors in the high schools. An important component of any such cooperation would be stress on making these opportunities available to <u>all</u> high school students.

5. The expansion of the general career education opportunities available in the secondary system, building upon already extensive and increasingly popular business education and vocational courses now operating.

Indeed, the Commission recommends that a sequential pattern of career education be created at all levels with emphasis in the middle schools and in the early high school years on students learning about and sampling the range of opportunities available, especially the options opened up by the creation of the resource center networks, including but not limited to the Occupational Resource Center. This will, of course, require a considerably strengthened system of guidance in both the middle and high schools. The Commission also feels that career skills are best learned in the closest possible relation to the actual world of work outside the school. Thus the Commission emphasizes its recommendations on establishing cooperative resource centers with business and industry, as well as cultural and educational institutions, and central resource centers such as the ORC or satellite cooperative resources.

The Commission recommends that the following pilot programs be undertaken immediately by the School Department with Commission assistance if such is desired:

1. the establishment of at least one large-scale coeducational pilot ORC program at Boston Trade High School;
2. the development and pilot testing in at least one school of a truly flexible scheduling model aimed at making all available options more workable and using

the enlarged pilot ORC and other similar pilots as cooperating entities;

3. the evaluation of and, if warranted, the continuation, expansion and further development of the four pilot programs designed with Commission assistance (CASES, Theatre in the Schools, WALLOP and MATH), and the further development of similar projects;
4. the immediate development of a pilot career and academic advancement project cooperatively implemented with an institution of higher education and a high school;
5. the development of an academically accredited model industrial and practical arts program in a district high school which would be open to students of both sexes and would combine industrial arts, home economics, practical electrical and plumbing skills, woodworking, graphic arts, metal work and electronics;
6. the development of a model guidance program in at least one middle school and its receiving high school;
7. the development of several possible solutions to the transportation problems created in the operation of resource centers, using the pilot ORC and the Commission's four pilot projects as working examples;
8. the development and piloting, in conjunction with the Boston Teachers Union, the State Department of Education, the Metropolitan Cultural Alliance and the

School Department, of ways in which resource centers can be jointly staffed by Boston teachers and institution personnel;

9. the development of a special planning and coordination mechanism to explore all resource center possibilities, set priorities, resolve remaining problems (such as staffing, etc.) and eliminate or at least reduce the duplication and overlap that presently exist in both the City and the metropolitan area in relation to the planning of such centers. This perhaps should take the form of a special planning group or task force set up under the sponsorship of the School Committee, the Superintendent and the Commission. It should include representatives of the central administrative staff, the Educational Planning Center, the Public Facilities Department, the Mayor's Office, the State Department of Education, the Metropolitan Cultural Alliance (representing the City's major cultural institutions), the Commission, representatives from the business community, parents, teachers and students;
10. the further development of peer tutoring and cross age tutoring for academic credit;

The Commission should be used to the maximum extent possible to prepare for the September, 1974, opening of secondary schools in the City of Boston. Furthermore, the Commission should offer its services to the School Committee to aid in the design of

learning environments and opportunities for the schools affected by the court mandated changes. This planning assistance should emphasize city-based activities that will expand the program offerings available to Boston secondary school students.

E. Making the Secondary School System More Democratic

The primary focus of the Commission has been on the secondary schools themselves. Thus, in areas dealing with democracy and governance, we have concentrated on how schools are and should be operated and the possibilities for greater participation by students, teachers and parents in the running of those schools.

The Commission has two major concerns and thus two major aims which we propose to develop into a set of recommendations. What appears here is a statement of those two aims and the Commission's first tentative steps toward building a set of meaningful recommendations.

- The Commission is committed to the general principle stated in Section A, page 10: that it is not possible for students to learn -- or teachers to teach -- the conceptual skills necessary for functioning responsibly in a democratic society unless both students and teachers are able to practice such skills as part of their daily school lives. We are saying, therefore, that experience in how a society can function with maximum justice for all parties has to become a conscious part of the life and the curriculum of every

school in Boston. We see this part of the curriculum as having equal importance with the acquisition of academic and/or career skills. Indeed, we see it as a necessary part of acquiring both academic and career skills.

- We are serious, for very much the same reasons, about the necessity that individual schools be governed within a democratic consensus of all the affected members of that particular school community. We are therefore greatly concerned with the development of mechanisms of school governance that, without abrogating the collective bargaining process, involve the entire school community in the conduct of the school itself.

In recent years there have been some significant steps taken toward realizing these aims. One is the School Committee's establishment of School Advisory Councils in all secondary schools. Another is the development and implementation of the system's new promotional rating plan. Potentially, these are both major steps forward. And indeed, the Commission spent a considerable amount of time learning and thinking about these topics (see Volume III).

1. School Advisory Councils

School Advisory Councils can provide new opportunities for participation in school governance for students, teachers, parents and other public groups.

Effective Councils should represent those most directly affected by educational decisions, and this can best be accomplished through cooperation with existing organizations. Student Governments, Faculty Senates and Home and School Associations, for example, should designate the representatives of their membership for service on Advisory Councils.

The Boston School Committee has endorsed the establishment of School Advisory Councils in middle, junior and senior high schools. Development of effective Advisory Councils will require training and experience for those who are involved. At the present time there is only a new structural provision for school governance, and school experience is too limited to permit clearer overall definition of the role of Advisory Councils. Such definition is essential, but it must wait upon further evidence. It is clear, though, that the agendas of School Advisory Councils should reflect the diverse needs of different schools and communities.

During the development period, a review of several broad issues is needed:

a. What are the clearly legal restraints affecting the delegation of authority throughout the Boston public schools? This should deal with all legal requirements and with every level of school administration and policy.

b. Following upon the above analysis, a range of governance options could emerge that would be permissive rather than mandatory. The participants should include, for example:

(1) the teaching staff through its Faculty Senate;

(2) the parent body through the School Advisory Council, the Home and School Association and other existing parent groups;

(3) the student body through both its Student Council in the local school and the city-wide Boston Students' Advisory Council;

(4) the representatives of the public safety agencies in the community;

(5) the representatives of other school staff members.

With training and experience, the newly-established School Advisory Councils could be equipped to review their role and to recommend such changes as are needed and desired. Clarity of role, growing from collective school experience, would enhance the possibility of effective and democratic practices in the Boston schools.

School authority does need periodic review, and change in practice may be overdue. But to "share" in decision making in other than a symbolic sense also requires the confidence of participants in each other and in the role they play in specific schools. The

Commission believes that Advisory Councils should be established as soon as possible at all appropriate schools in order to begin the development of more democratic procedures.

2. Home and School Association and Students' Advisory Council

On a city-wide basis, the roles of the Home and School Association and the Students' Advisory Council also need to be clarified to school personnel and the public.

Participation in school affairs is often either lopsided or nonexistent. Administrators, teachers, students and parents concur in that conclusion. However, representatives of the same groups state that participation is necessary for effective school operation and that their participation in the new School Advisory Councils is a step in the right direction. But whatever the accurate statement here may be, it does not obscure the fact that opportunities for sincere and significant participation should be available to every parent and student who wishes to work cooperatively.

Any study of the Home and School Association should involve a careful examination of ways in which the organization could gain strength and greater independence, including complete control over its own finances and personnel.

Similarly, the Boston Students' Advisory Council should be reexamined with an eye toward making it a

completely independent student group. All Council members should be student-elected, with no appointing done by either teachers or administrators. As with the Home and School Association, the Students' Advisory Council should be free to establish its own agendas, define its own problems, select its own operating personnel and administer its own funds.

3. Other Recommendations

As part of this overall reexamination of the governance structure of schools and the question of city-wide parent and student groups, the following possibilities should be investigated:

a. the use of the "ombudsman" both in individual secondary schools and in the school system as a whole;

b. the feasibility of alternate governance structures for secondary schools: for example, the consequences of greater fiscal autonomy or lump-sum budgets under the control of a School Advisory Council which includes the chief administrator, parents, teachers, students and public members;

c. the implementation of an accredited course in each high school and middle school which deals with matters of education and school governance as legitimate parts of the secondary curriculum; by replacing part of the conventional social studies

program, such a course would specifically make time available for both students and teachers to study and become actively involved in the daily operation of schools and planning for change.

4. Additional Commission Recommendations

   a. A program modification should be undertaken that would allow vocational education students to receive their diploma at the conclusion of the senior year of high school.

   b. The Commission on Secondary Education, through the staff or a subgroup of Commission members, should be informed about progress in implementation of the Promotional Rating System.

5. Proposed Second Year Commission Activities

   a. The Commission should be used to the maximum extent possible to prepare for the September, 1974, opening of secondary schools in the City of Boston. Furthermore, the Commission should offer its services to the School Committee to aid in the design of learning environments and opportunities for the schools affected by the court mandated changes. This planning assistance should emphasize city-based activities that will expand the program offerings available to Boston secondary school students.

b. The Commission proposes to work with existing local School Councils, and possibly the School Department, in assisting in the development of School Advisory Councils.

c. The accomplishments of the School Department Management Study Group should be reviewed to determine their usefulness to the Commission's work.

d. The Commission will continue to meet with and learn from parents, teachers, students and administrators of the City.

e. The Commission plans to begin working actively with particular schools (but only where such a cooperative effort is desired by all concerned at the local level) to develop, in conjunction with school administrators, students, teachers and parents, pilot models leading to new methods of school governance.

III. Comments and Dissents by Commission Members

A. K. Marie Clarke

B. Dorothy Jones

C. Robert Schwartz

D. Gail Bryan

A.

Dissent

Assuming the role of an advocate of social justice, the Commission has made broad, ambiguous, idealistic statements. In view of several imminent court decisions, a State balance plan based on quotas rather than educational merit, difficulties inherent in Chapters 622 and 766, I must dissent with the sweeping recommendations in these areas. I particularly refer to page 8, item 1, lines 1-9.

However laudable their intent, they have also given a blanket endorsement to "attempts": "...We also accept and stand fully behind attempts to create as quickly as possible a uniform system of integrated elementary, middle and high schools throughout the City" (page 9, item 2, lines 5-8). Many members of the Commission haven't the slightest inkling of the contents of the proposed State plan to balance Boston's schools. A motion to explain the details of the State plan was passed unanimously by the Executive Board of the Commission on December 1, 1973. The motion has never been implemented.

Rather than become enmeshed in the current controversy, the Commission should remain neutral to provide assistance once legal issues are resolved. The problems of society are not the sole responsibility of schools. A mechanism for a voluntary cooperative effort, involving the urban core and surrounding suburbs in the areas of education, housing and employment would be a beginning.

Students should not be confined to stereotyped roles. However, available employment opportunities must influence decisions regarding career or occupational training (page 15, items 4 and 5). Again, students should not be the sacrificial lambs in a social crusade.

General Observations

Several areas of vital concern to parents have been overlooked. They are: mandatory in-service training and/or staff development and evaluation or review of tenure. This is a very sensitive issue, and hopefully a second-year funding would provide for a cooperative venture involving teachers and parents. Mutual discussions could resolve problems and make positive suggestions without infringing on the rights of either group.

The Commission recommendations regarding schedules, home bases, resource centers and flexible campus should neither neglect nor sacrifice basic academic skills. Travel time should be minimal and learning time maximal. Priority should be given to programs that benefit the greatest number of students. This is not intended to imply that programs such as "Black Studies" or "Irish History" should be abolished. Although they may never comply with balancing or integrating standards, they represent a diversity that is essential in meeting the needs of an urban population.

Written by: K. Marie Clarke

Endorsed by: Josephine Fiorentino, Elsie Jemmott, Alexandrina Young, Barbara Zulon

B.

Dissent

It is because we wholeheartedly agree with the statement about the importance of the teacher selection process that we must dissent from another part of the same statement. (See page 20, item 5.) Parents and students are not members of the union, and are not, therefore, represented in the collective negotiations between the union and the school system. Procedures must be developed that will include parents and students, as well as teachers, in the teacher evaluation process. Those procedures must, of course, be approved by the bargaining unit, but cannot -- without excluding the parent and student interests -- be decided "within the established procedures of collective bargaining."

Written by: Dorothy Jones

Endorsed by: Barbara Zulon

C.

Dissent

The undersigned believe that the second paragraph of Organizing for the Delivery of Equal Opportunity (page 9) should read as follows:

"The Commission further believes that the central schools offering specialized curricula have an important role to play within a much broadened range of options in the City system of high schools. This endorsement of such specialized central schools, however, carries one major qualification. We are basically in favor of greatly strengthened district high schools and thus are opposed to the selectivity and elitism involved in an examination requirement for entry into the two Latin Schools and Technical High School. We see such selectivity and elitism as creating a system of first class citizens (in the selective schools) and second class citizens (in all other schools) and thus contradicting our commitment to provide equality of educational opportunity. The Latin and Technical High Schools (as well as programs similar in nature and quality in the district schools) should be open to all students who wish to take advantage of those particular options and to students from other schools who might seek access to a part of those offerings."

Written by: Robert Schwartz, ex officio Commission member

Endorsed by: Gail Bryan, James Case, Joseph Duggan, Dorothy Jones, Hubie Jones, William Pear, Alexandrina Young

D.

Dissent

The report of the Boston Commission on Secondary Education is not of a calibre commensurate with the amount of money and individual effort expended to produce it. It is too frequently vague and unspecific. It evades major problems in the Boston school system. The complex issue of the examination schools is dealt with by saying that the schools "have an important role to play within a much broadened range of options in the City" (page 9, item 2). The highly controversial schools are not even named. The evasion is especially important because the Latin schools exemplify the concrete reality of unequal educational opportunity, a concept to which the report addresses itself in generalizations. The continuing use of the name "Girls' Latin School," for example, implicitly condoning the continuation of sex-segregated schools, is not the subject of a recommendation. The fact that it is not cannot but reinforce the strong resistance within the system to integration. The report contains some strong recommendations, but a reluctance to cross the line from the abstract to specific schools and recognizable problems seriously reduces its effectiveness.

The lack of specifics produces not only a weak report but also one that is open to misconstruction. The decision of the Commission not to specify mandatory recruitment of female students in the recommendation to establish a pilot ORC at

Boston Trade High School does not take into account the strength of traditional assumptions about occupational education that make sex discrimination invisible [page 37; see Bryan, Gail, Discrimination on the Basis of Sex in Occupational Education in the Boston Public Schools (Boston, 1972)]. I consider it unwise not to delineate safeguards against all forms of discrimination whenever that discrimination is ingrained and likely to exist.

The report is further open to misconstruction because of careless language. In the summary, the sentence that carries the central intent of the recommendation for equal educational opportunity omits mention of discrimination based on religion, color, national origin and language (page 8; see also page 14, and "Report of the Committee on Goals," page 8), discrimination that exists as a problem in Boston (for the Spanish-speaking and Chinese-speaking communities, for example), and that is specifically prohibited by State law (Chapter 622 of the Acts of 1971; Chapter 71A of the General Laws). The omission was not calculated certainly, but it is part of a carelessness throughout the report that is indicative of a lack of sensitivity to the nature and importance of certain problems..

The report, finally, contains little original material, and the indiscriminate treatment of existing programs, planning stage programs and original recommendations issuing from the Commission is misleading. The recommendation for "an academically accredited model industrial and practical arts program

in a district high school" (page 38) neglects to mention that such a program is mandatory in all schools under State law, Chapter 298 of the Acts of 1973.

The membership of the Commission is not, as stated on page 3, "a cross-section of Boston itself." The membership is heavily weighted toward representatives of the educational establishment. (I use the term "educational establishment" to encompass all bodies with decision-making power in education in Boston -- departments in the executive branch of City government and the teachers' union as well as the administration of the Boston Public Schools.) Parent representation was obtained through the Home and School Association, an organization affiliated with the Boston School Committee. The involvement of groups with the power to effect change was intentional, apparent when the Commission was established, and pragmatically sound. I question, however, whether there was enough willingness to accept ideas and perspectives from outside the system. In my estimation, concern for producing a report acceptable to the various branches of the educational establishment outweighed a commitment to a thorough examination of the schools and to change.

Written by: Gail Bryan

APPENDIX

Additional Resource Center Possibilities

The Commission recommends that the following kinds of resource centers be studied:

I. Central Resource Centers

A. The Occupational Resource Center

The model for a central resource center is the Occupational Resource Center, currently planned as a replacement for the second stage of the Campus High Urban Renewal Project at Madison Park in Lower Roxbury.

The Commission recommends that the Public Facilities Department, the State Board of Education and the School Committee come to an immediate agreement on the program and the design requirements for the ORC and that the city proceed immediately to construct the facility as stage two of Campus High. Such an agreement might include moving the Cooperative Industrial Programs out of the district high schools and making them part of the ORC. This move would not only make educational sense but would also help to relieve overcrowding in the district schools and make room for industrial arts programs.

These decisions will require that the State Department of Education and its School Building Assistance Bureau approve both the concept of resource centers in general and the ORC

in particular. While the plans for the ORC are being executed, two major efforts must be undertaken concurrently.

1. An adequate interim MBTA transportation plan which encompasses all of the district high schools must be designed to ensure that students can move safely and easily back and forth until the relocation of the Forest Hills rapid transit line provides a station at Roxbury Crossing.
2. Scheduling procedures must be developed that will enable all of the existing high schools to operate effectively as home base schools and thus allow the ORC, as well as all other resource centers, to function as planned.

Both of these recommendations can best be developed by expanding the present pilot ORC program through the establishment of an interim ORC at Boston Trade High School. This would allow the development and testing of specific programs which could be moved easily to a new facility upon completion.

The School Committee and the Public Facilities Department should also immediately begin to plan for additional central resource centers. Two such centers seem to be needed immediately, both of which should have not only basic central facilities but also considerable cooperative, out-reach programs with other institutions and agencies.

B. A Communications, Visual and Performing Arts Resource Center

This center should serve as a central coordinating force in the City for a substantially expanded curriculum (including

career opportunities) in all of the arts, not only the visual and performing arts (drawing, painting, ceramics, sculpture, theatre, music and dance) but also the communication arts (radio and television). This arts resource center might also be located in the Campus High project at Madison Park, since State IV of the original Secondary Education Complex was to have contained a set of major performing and visual arts facilities.

Such an arts resource center must be planned to have cooperative satellite resource center arrangements with the major arts institutions in the City and should be designed as the central core of a network of such centers. These satellite centers should include the Museum of Fine Arts, the Boston Center for the Arts, the Institute of Contemporary Art, the Theatre Company of Boston, the Boston Architectural Center, the National Center for Afro-American Art and the Elma Lewis School of the Arts, the Boston Symphony Orchestra, the New England Conservatory of Music, the City's Office of Cultural Affairs, etc.

C. A Resource Center for Urban and Human Services

This major central resource center, which should be located somewhere in downtown Boston, would provide opportunities for students to become involved in such fields as human development; education; urban planning and design; municipal, state and federal government; community planning; and the entire health and social service field.

Again, this center should have satellite resource center arrangements with such institutions as the Boston Redevelopment Authority, City Hall and the Little City Halls, the Area Planning and Action Councils, the City's hospitals, day care and community health centers, the Museum of Afro-American History and the State House.

II. Cooperative Resource Centers

In addition to the three central resource centers and their cooperative resource networks, the School Department and the Public Facilities Department should proceed immediately to begin planning at least two major cooperative resource center networks with major institutions in the City. These should be developed in conjunction with the existing facilities, staff and programs at these institutions and will require, in almost all cases, the design and construction of new joint resource center facilities, to be operated jointly by the school system and the institutions, within or adjacent to the particular institutions.

A. A Science and Natural History Resource Center Network

This network of resource centers, in which substantial portions of the current science, natural history and social studies curriculum would be offered, would involve the Museum of Science, the New England Aquarium, the new Franklin Park Zoo, the Massachusetts Audubon Society, the Arnold Arboretum and the possible creation in Boston of a Museum of Man developed with Harvard University's Peabody Museum of

Ethnography and Archaeology. A proposed pilot program in environmental studies using part of this network (Water, Air and Land Learning Opportunities Program) is included in Volume IV of this report.

B. A Business and Industry Academic Studies Resource Center Network

This network of resource centers, which may or may not require the design of special facilities, will have close linkage with the ORC. But it is designed more particularly to provide ways of teaching academic subjects -- mathematics, economics, social studies, business management, labor relations, banking, law, etc. -- in real life settings where students can more easily grasp the relationship between these subjects and their usefulness in the larger adult world. This will involve the development of strong working relationships, through such organizations as the Chamber of Commerce and the National Alliance of Businessmen, between the district schools and various commercial and industrial institutions in the City. A pilot project adapting the case study method to the teaching of economics and history (CASES), and involving the NAB Northeastern University and selected businesses, is contained in Volume IV of this report.

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